



Intent

Why do we teach what we teach?

At High View our intent is to develop children to become deep thinkers who are open-minded about religion and worldviews. Throughout our broad and balanced Religion and Worldviews curriculum, we hope that every student develops intrinsic school values, particularly within RE those of **belonging, respect, curiosity** and **self belief**. We want children to have a greater understanding of their own beliefs and identity, as well as developing critical thinkers who ask big questions. We believe in nurturing and fostering connection with others by exploring the **diverse** beliefs of others within our school, local community and wider world, so that our children are able to live alongside people of all faiths and beliefs. Through the study of a wide range of religious and non-religious worldviews, we aim to nurture pupils who are thoughtful, open-minded, and able to engage positively with the beliefs and values of others.

We aim to ensure the curriculum is relevant and purposeful to our pupils and that children see themselves and their peers represented through a wide range of religions and beliefs. Our curriculum is designed to be inclusive and allow all children to **speak up, be heard, make change**. We want every child to have opportunities to share their worldview with others and respect the similarities and differences between other religions and worldviews. We want a curriculum that is both ambitious and accessible for all pupils, including those with SEND and those who are disadvantaged. Whilst our aim is to teach our students to thrive in the world we live in today, we are also preparing them for the world they will create in the future.

In the EYFS we follow the statutory framework and Religious Education begins through *Understanding the World - People, Culture & Communities*. Our intent is to help children explore a variety of beliefs, values, and traditions, fostering respect, empathy, and understanding of diversity. We believe these are the essential building blocks that allow children to both listen to and value the beliefs and faiths of others.

Throughout KS1 and KS2 we follow the Kapow scheme of learning and adapt it to ensure it is in line with Sutton's new local agreed syllabus. As a school, we ensure that we are reflecting and taking account of the teaching and practices of other religions represented in our school and beyond.

Through this scheme our children will

- secure a deep understanding of concepts in order to be able to make connections,
- ask and respond to challenging questions,
- learn to respect and appreciate worldviews that are different to their own and
- consider their personal preconceptions, responses and views.

Each lesson will guide children to build their conceptual knowledge through studying religions and worldviews locally, nationally and globally, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion

and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

Implementation

How do we teach what we teach?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, to flourish into the best version of themselves. Our intent is that every child can succeed, regardless of starting points or individual needs. Teaching of Religion and Worldviews in KS1 and KS2 builds upon the 'Understanding the World' Development matters statements and Early Learning Goals within the EYFS. Religion and World Views is taught weekly from years 1-6.

In EYFS 'Understanding the world' involves children learning about major festivals, celebrations, and stories from different faiths through discussion, role play, and hands-on activities. High-quality texts are carefully chosen to introduce and embed religious and moral vocabulary. These stories are revisited throughout the year to deepen understanding. Adults model respectful dialogue, scaffold questioning, and support children in making connections between beliefs, values, and their own experiences. Children explore celebrations, special places, and religious artefacts, reflecting on similarities and differences between faiths and cultures. Children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways.

At High View we use the SACRE Sutton syllabus to inform our teaching of the main religions. Children develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a range of religions and worldviews represented in the UK and the Sutton local area, including Christianity. This supports children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience. We ensure clear progression for all learners by following schemes of work to ensure that key religions are referred to regularly and that previous learning is built upon.

RE is taught in a block unit within a term. Lesson units are framed by Big Questions which support an enquiry led approach and are designed to explore a wide range of religious and non-religious world views. There are particular units that focus on christian festivals for example Harvest, Christmas, and Easter. These are taught at the same time across all key stages with each year group building on skills and knowledge previously taught. Children gain a deeper understanding of the religion studied through the use of high-quality resources/artefacts.

Lessons are designed to be practical and engaging by providing a range of varied tasks that support open discussion in partners or groups. Knowledge organisers support teachers and students by identifying subject objectives and key vocabulary. Teachers use a variety of challenging tasks including creative, written, oral and practical tasks to ensure all children can participate in the learning. Teachers use adaptive strategies such as scaffolding, visual aids, simplified texts, or pre-teaching of key vocabulary to remove barriers and ensure all learners can take part meaningfully. Opportunities for reflection and challenge are also provided to further embed students' learning and enable children to consider their own and others' beliefs. Teachers do this through a range of means such as open ended questions, personal reflection tasks, enquiry questions

and partner or group debate. During debate and discussion opportunities, positive and respectful language is modelled to ensure there is an inclusive environment for all learners.

Work is recorded in whole class books in KS1 and individual books in KS2. Lessons are planned and delivered in a variety of ways so that all children can participate fully. Interactive, practical activities linked to the themes of the unit encourage our pupils to discuss their ideas and extend their understanding of difficult concepts and challenging questions.

Teachers are supported in their teaching and learning across the school by the RE coordinator who aims to provide professional guidance, high-quality resources, and subject expertise to staff. Regular learning walks and monitoring of planning and outcomes ensures consistency, progression, and coverage within the RE curriculum. These effective teaching and assessment practices enable all pupils to achieve well in Religious Education at High View.

Furthermore we integrate Religious and Education and Worldviews into a wide range of other subjects, assemblies and experiences. RE is used to teach moral beliefs and specifically promotes British Values, including Tolerance, Democracy, Respect, Freedom, and the Rule of Law. Religious Education supports British Values by promoting respect, tolerance, and understanding of diversity in modern Britain. Through discussion and reflection, pupils develop democratic skills, an understanding of moral and social rules, and an appreciation of individual liberty and freedom of belief, while learning to respect the rights and beliefs of others.

Assemblies at High View allow pupils opportunities for daily collective worship. Under the **Education Act 1996**, collective worship in maintained schools is defined as 'Worship that is wholly or mainly of a broadly Christian character, taking into account the ages, aptitudes, and backgrounds of the pupils.' Daily collective worship is a *statutory requirement* for maintained schools and is separate from Religious Education. At High View we give pupils daily opportunities to reflect predominantly on Christian values, as well as the values of the school community, British Values and those of other faiths prevalent in the school and local area. Assemblies encourage opportunities for prayer, reflection and or meditation, enabling children to consider their own values and beliefs alongside the beliefs of others. Assemblies take place across the whole school and in classes; these are delivered by senior leaders, class teachers and visitors such as Sutton Schools Work, which is Christian organisation that supports schools to understand living in the wider world from a Christian perspective. Within particular year groups we have workshops and assemblies on other faiths that are outlined by the Sutton SACRE, for example Hindu and Buddhist visitors.

Visits to a variety of places of worship, and visitors representing different religions provide a variety of first-hand experiences for our children, to spark their interest and relate new learning to their own experience. Visits and workshops are organised to ensure year groups have these yearly and to ensure learning links to the big questions they have been focusing on over the year. Risk assessments are conducted prior to any activities taking place outside the classroom, such as visits to local places of worship.

At High View we acknowledge the statutory requirement for the RE syllabus to reflect the religious traditions in Great Britain which are predominantly Christian, while also taking account of the teachings and practices of other major religions. **Whilst the Education Reform Act (1988)** gives parents a statutory entitlement to withdraw their children from RE and assemblies, we strongly believe that the RE curriculum is integral in enabling High View to develop a respectful and inclusive community. We promote communication regarding any parental concerns that may arise and ask parents to engage in dialogue with the school, allowing us the opportunity to address any apprehension and provide clarity. If parents then make the decision to withdraw their child from religious education they will then need to provide written notice to the headteacher. Similarly we acknowledge that teachers are also allowed the right to refuse teaching religious education, but only after they have given due notice of their intention to the school governors.

Impact

How do we know what pupils have learnt and how they have learnt it?

At High View the following headings are used, in order to strengthen the skills and deepen the understanding and knowledge taught. Beliefs, Practices, Wisdom and Morality and Community and Belonging. These headings also tie in with our highview powers as well as including British Values.

In EYFS, children develop understanding and respect for different beliefs and practices. They acquire vocabulary to discuss faith, culture, and moral concepts, develop empathy, and are prepared for KS1 RE, able to reflect on their own and others' experiences.

Within KS1 and KS2 we measure impact through formative and summative assessment, pupil voice and evidence of work. Teachers use ongoing assessment to identify gaps and misconceptions, adapting teaching so every child can progress and achieve their potential. Assessment is also informed by observations during lessons, verbal feedback, pupil voice and work scrutiny. Pupil discussions, written outcomes, and practical tasks show pupils' ability to apply disciplinary thinking to their understanding of a wide range of religions and worldviews.

The expected impact of following the Kapow Primary Religion and worldviews scheme of work is that children will:

- Meet the relevant Early learning goals at the end of EYFS (Reception) and the End of Key stage 1 and Key stage 2 requirements from the Curriculum framework for Religious Education for England.
- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.

- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.